

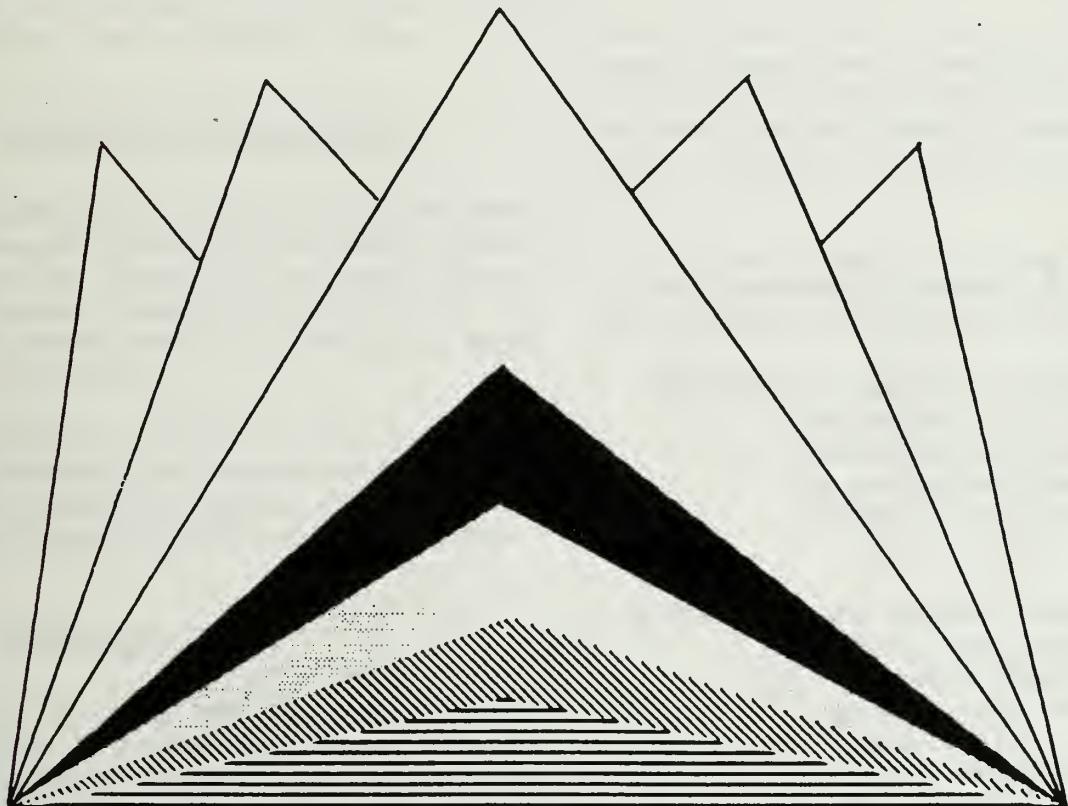
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**CAREER AND TECHNOLOGY STUDIES PROGRAM
TOURISM STUDIES 10-20-30
DRAFT CURRICULUM**



June 1991 – February 1992

FIELD TEST/FOCUS GROUPS

Alberta
EDUCATION

CURRICULUM BRANCH



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PROGRAM INTRODUCTION

A. PREFACE

This draft curriculum is designed for a preliminary field test of Tourism Studies modules and as a discussion document for focus groups. Tourism Studies, as part of the new Career and Technology Studies Program, provides an opportunity to operationalize and assess new initiatives related to curriculum design. It also provides a curriculum structure that will facilitate school and community partnerships for the educational benefit of Alberta's students.

B. ACKNOWLEDGEMENTS

This draft curriculum has been developed based on a research project jointly sponsored by Alberta Tourism, the Alberta Tourism Education Council and Alberta Education. Arlene McGinn and Dianna Bender were the authors of that report, *Meeting the Needs*.

Appreciation is extended to those people who have contributed their expertise and advice to this draft curriculum, in particular Darlene Squires, Susan Dowler, Rick Baker and Alex McCaughan.

C. INTRODUCTION

Tourism is one of Alberta's fastest growing industries. As the third largest industry in Alberta, tourism employs 100,000 people and generates \$2.5 billion in revenues. By the year 2000, tourism is expected to rise to one of the top revenue generators in the province. Almost 70 percent of the province's tourism business comes from Albertans travelling within their own province.

The Alberta government, recognizing the potential of the industry proposed, in the *White Paper: Proposals for an Industrial and Science Strategy for Albertans*, to capitalize upon our tourist potential. (p. 62) Alberta Tourism and the Alberta Tourism Education Council initiated a

number of programs to meet this challenge. These programs aim to increase public awareness of career opportunities and the economic benefits tourism provides Albertans. The Alberta Tourism Education Council is presently developing certification standards for a number of tourism occupations. These certification standards will help to improve the status of tourism occupations, and increase the level of professionalism within the industry.

Alberta Education views tourism as an area offering excellent career opportunities to students. This curriculum will provide students with awareness of the importance of tourism and the exciting employment potential available at all levels.

This curriculum adopts the following definitions from the *Government of Alberta's Position and Policy Statement on Tourism*, 1985, p. 5.

- **TOURISM** - the actions and activities of people taking trips to places outside their home communities for any purpose, except daily commuting to and from work.
- **TOURISM INDUSTRY** - the business, organizations, labour and government agencies that totally or in part provide the means of transportation, goods, services, accommodation and other facilities, programs and resources for travel.

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TOURISM STUDIES — DRAFT CURRICULUM

A. PHILOSOPHY AND RATIONALE

In an information society, characterized by rapid change in the social and economic environments, students must use information and technology effectively and efficiently. Within the context of students' personal and work lives, the different programs in Career and Technology Studies provide the opportunity for students to link concrete and psychomotor learning to abstract, cognitive levels of learning.

By developing basic, transferable and career-specific knowledge, skills and attitudes, students will have the flexibility to adapt to a variety of situations. They will meet the challenges of their personal life, work life and further educational goals with increased ability and confidence.

The Tourism Studies curriculum has been designed using the Curriculum Integration model for Career and Technology Studies. Students will learn tourism knowledge, skills and attitudes in the context of self, society and the workplace. Tourism Studies will combine thinking processes and concrete experiences in as realistic an environment as possible.

Tourism Studies provides students with a broad awareness of the economic, social and environmental impact of tourism in the province of Alberta. Students will develop an understanding of the present and potential economic contributions of tourism in the context of their community, in Alberta, Canada and the world. With this economic potential comes increased understanding of their own and other cultures. Students will have the opportunity to study and experience Alberta's cultural heritage which, in turn, will help to preserve and convey that culture. Students will gain an increased appreciation of the importance of protecting the environment.

The tourism industry encompasses business, organizations, labour and government agencies that totally, or in part, provide the means of transportation, goods, services, accommodation and other facilities, programs and resources. Tourism promotes a social and cultural exchange that can be enriching and deeply rewarding in that it can improve cooperation and understanding among people. Tourism creates an awareness of the lifestyles of others and their relationship with natural and human environments.

B. CURRICULUM SCOPE AND SEQUENCE

The Tourism Studies curriculum is arranged into five themes; Nature of the Industry, Food, Accommodation, Travel, and Attractions. The tourism strand is offered at three levels, each with a different emphasis. Tourism Studies, Introductory Level provides students with the basic knowledge, skills and attitudes of the tourism industry. Tourism Studies, Intermediate Level focuses on transferable knowledge, skills and attitudes as they apply to broader sectors. Tourism Studies, Advanced Level concentrates on the career-specific knowledge, skills and attitudes that will prepare students to embark on a career in the tourism industry, or advance to further training and education.

At each level, students take the foundation modules in the theme, Nature of the Industry, and one, two or three expansion modules from the four specialization themes depending on the number of credits to be earned. Students may choose to take expansion modules focusing on one specialization or widen their experience by choosing expansion modules from related specializations. Some of the expansion modules are transferable from one specialization to another.

C. DELIVERY STRATEGIES

Tourism Studies is intended to be delivered with an emphasis on experiential learning. Ideally, this would be accomplished through community partnerships and work experience education. Instructional strategies should reflect this experiential learning; with students having the opportunity to apply their knowledge, skills and attitudes in real life situations. They will participate in a wide range of practical activities in the classroom and in the local community. These activities should include discussions, simulations, surveys, business ventures, field trips, projects, community-based learning, job observations and work experience.

Work experience education will provide students with work-related experience and some vocational training as well as enriching the teaching and learning that takes place in the classroom. These essential experiences will help students more effectively manage the transition from education to the workplace. Work experience education provides opportunities for students to gain practical experience through job shadowing, work study and work experience as they explore a variety of work roles and potential careers.

D. GENERAL LEARNER EXPECTATIONS

Students will:

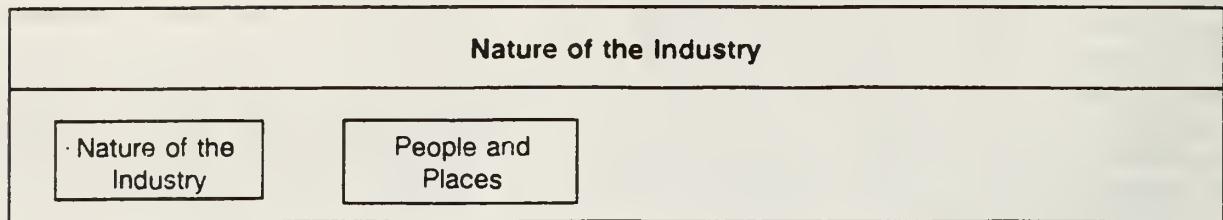
- develop an appreciation for Alberta's cultural and environmental heritage and the importance of protecting and preserving them for future generations
- develop an awareness of the impact of tourism and the development of the industry on the economic, social and environmental well-being of Alberta
- develop an awareness of the personal interests, abilities and aptitudes that will help to make realistic and satisfying career choices
- develop basic knowledge, skills and attitudes that have broad career applications to the world of work and specific applications to the tourism industry

- develop career skills including problem solving, decision making, communication, responsibility, and enterprise and innovation
- develop a more positive self-concept and an understanding of personal interests, values, aptitudes and abilities, so that they may enter the world of work, or further education programs, with increased confidence and success
- develop a teamwork philosophy through a wide range of group and class activities, both of practical industry application and of more general social and citizenship value.

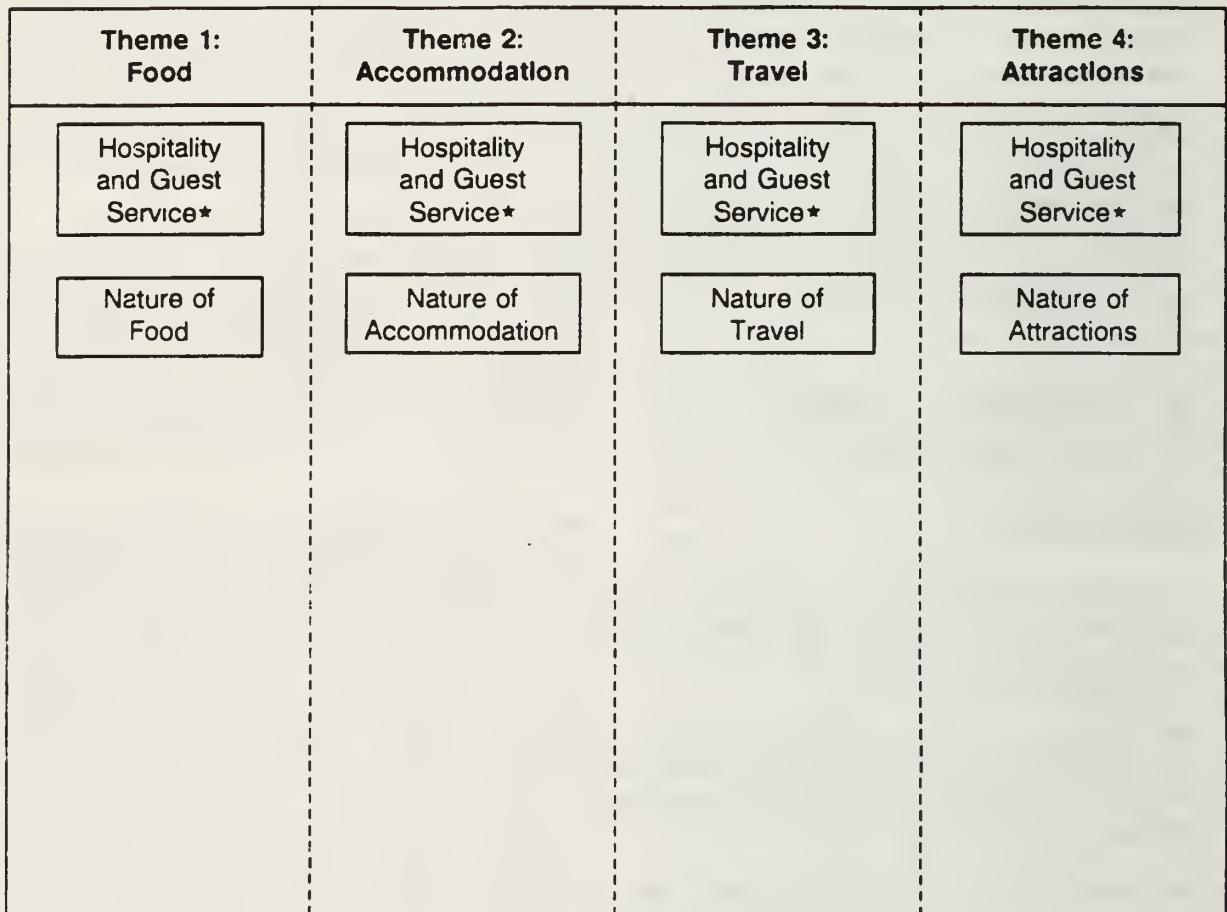
FLOW CHART OF TOURISM STUDIES MODULES

INTRODUCTORY LEVEL MODULES

Foundation



Expansion



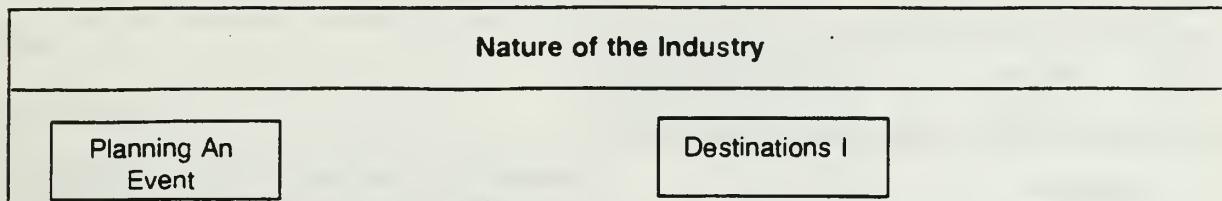
*75% of this module will be common information and 25% will be specific to the theme.

Note: Each module represents 25 hours of instruction.

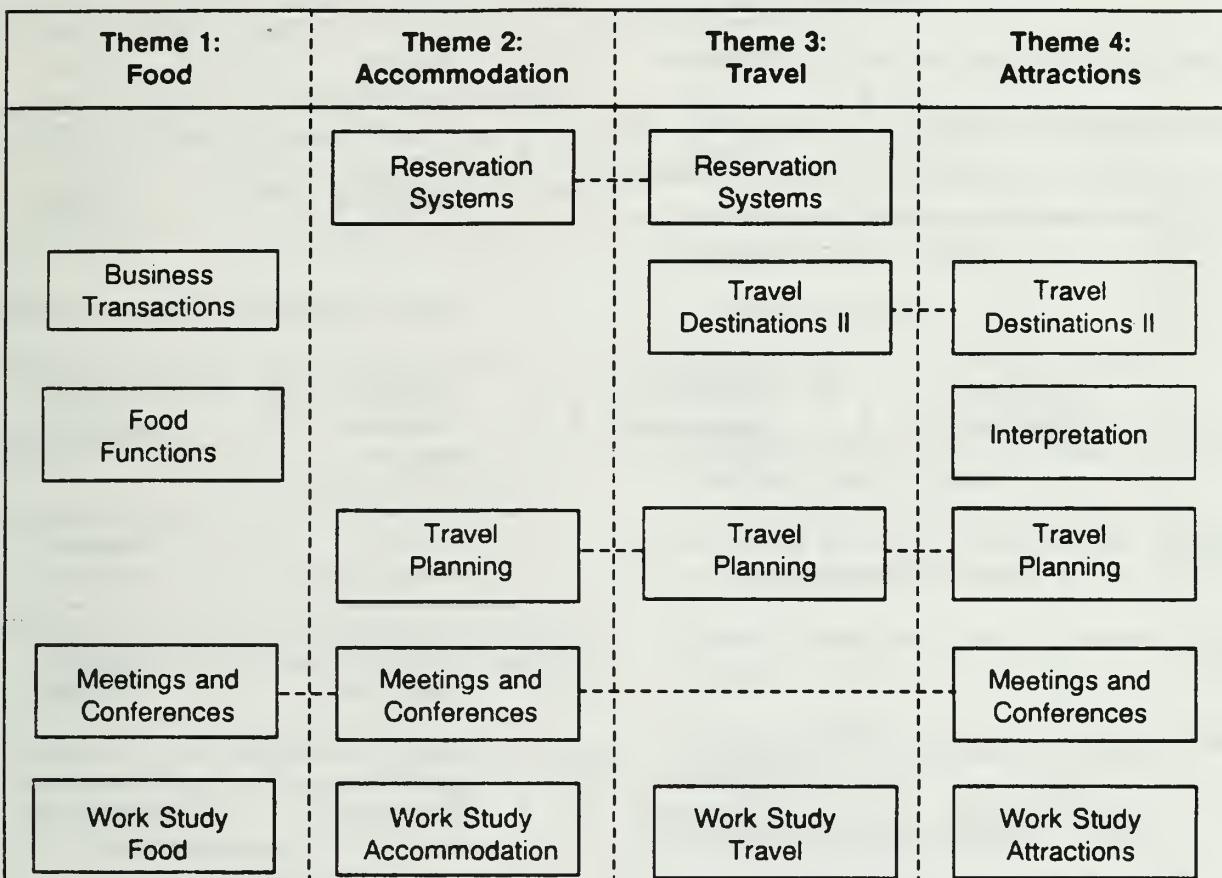
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INTERMEDIATE LEVEL MODULES

Foundation



Expansion



Note: Each module represents 25 hours of instruction.

FLOW CHART OF TOURISM STUDIES

ADVANCED LEVEL MODULES

Foundation

Nature of the Industry

Marketing
Tourism

The Entrepreneur

Expansion

Theme 1:
Food

Theme 2:
Accommodation

Theme 3:
Travel

Theme 4:
Attractions

Bed and Breakfast

Resorts

Resorts

Resorts

Restaurant
Management

Hotel/Motel
Management

Travel
Services
Management

Attractions
Management

Air
Transportation

Surface/Sea
Transportation

Cultural
Tourism

Recreation
Tourism

Entrepreneur
Opportunities

Entrepreneur
Opportunities

Entrepreneur
Opportunities

Entrepreneur
Opportunities

Work Study
Food

Work Study
Accommodation

Work Study
Travel

Work Study
Attractions



These modules may be shared by other courses of studies/strands.

Note: Each module represents 25 hours of instruction.

TOURISM STUDIES INTRODUCTORY LEVEL

MODULE: NATURE OF THE INDUSTRY

STATUS: FOUNDATION

GOAL

The student will:

- identify the range of business, organizations, labour and government agencies that make up the industry
- describe the effect different travel motivators have on industry activity
- identify local tourism industries and promotion strategies used to attract visitors
- investigate career opportunities in the tourism industry.

SPECIFIC LEARNER EXPECTATIONS

A. STRUCTURE OF THE INDUSTRY

The student will:

- define the terms:
 - tourism
 - tourist
- identify the different sectors of the industry and describe the infrastructure that connects them
- describe the organizational structure of the tourism industry and explain the role of:
 - government
 - zone associations
 - industry associations
 - local associations
 - private sector operations.

B. TRAVEL MOTIVATORS

The student will:

- compare the history and development of tourism in Canada with that of other countries of the world
- describe and discuss the various visitor characteristics:
 - geographic
 - demographic
 - psychographic
 - socioeconomic
- describe various motivating factors for travel
- discuss tourism statistics and describe travel trends
- identify and explain the societal factors that influence industry activity.

C. LOCAL TOURISM

The student will:

- identify various local or regional tourism destinations and facilities
- report on local tourism facilities and services in different sectors of the industry
- identify strategies used to promote local tourism
- propose additional strategies to promote local tourism.

D. CAREER OPPORTUNITIES

The student will:

- research career opportunities at various levels in different sectors of the tourism industry
- describe the role that training and further education play in employment prospects and career advancement

- identify personal characteristics and skills needed to be successful in selected tourism careers
- relate personal interests, values, goals, aptitudes and abilities to tourism career opportunities.

- describe strategies used by tourism enterprises that conserve the environment
- develop tourism strategies for conserving the environment.

B. TOURISM AFFECTING CULTURE

The student will:

MODULE: PEOPLE AND PLACES

STATUS: FOUNDATION

GOAL

The student will:

- develop an appreciation for the cultural and environmental impact of tourism
- develop strategies for preserving the cultural and environmental heritage of Alberta
- describe how tourism can develop acceptance and understanding among cultures
- describe strategies used in the industry for maintaining and enhancing the well-being of tourists.

- develop an awareness of Alberta's cultural heritage including:
 - historic
 - ethnic
 - artistic
- analyze the positive and negative effects of tourism on culture
- describe tourism activities that promote and preserve culture
- identify tourism activities and facilities that promote greater cultural understanding and exchange
- plan a tourism activity that will promote local and/or regional cultural awareness.

C. CONCERN FOR THE WELL-BEING OF PEOPLE

The student will:

SPECIFIC LEARNER EXPECTATIONS

A. TOURISM AFFECTING THE ENVIRONMENT

The student will:

- develop an awareness of Alberta's environmental heritage
- identify and compare environmentally sensitive regions in Alberta
- analyze the positive and negative effects of tourism on the environment
- identify governing bodies and discuss legislation designed to conserve the environment
- describe specific situations in which the environment is affected by tourism

- describe the range of individual requirements that tourists have which need to be accommodated
- describe tourism services and facilities that accommodate the individual requirements of tourists
- discuss legislation designed to maintain the well-being of people
- evaluate a tourism facility in relation to the individual requirements of people
- propose solutions for accommodating individual requirements of people:
 - physical design
 - procedures/services.

D. PROMOTING ACCEPTANCE AND UNDERSTANDING

The student will:

- develop a code of ethics for:
 - the tourism industry
 - the tourist
- discuss how travel experiences provide opportunities to learn about other people/cultures
- compare visitor impressions of a community/culture based on their travel experiences
- describe travel experiences that promote acceptance and understanding of people/culture.

MODULE: HOSPITALITY AND GUEST SERVICE

STATUS: EXPANSION

GOAL

The student will:

- appreciate the importance of providing professional service
- demonstrate basic competencies in guest service and hospitality
- develop effective communication and problem-solving skills for dealing with guest concerns
- develop the knowledge, skills and attitudes necessary for maintaining the safety of self and others.

SPECIFIC LEARNER EXPECTATIONS

A. ORIENTATION TO ALBERTA BEST

The student will:

- describe the role of Alberta Tourism and the Alberta Best program in developing guest service standards

- understand the importance of providing quality hospitality and guest service.

B. COMMUNICATING WITH GUEST

The student will:

- discuss the importance of creating a positive first impression:
 - personal appearance
 - property appearance
- develop effective communication strategies of:
 - listening
 - speaking
- demonstrate appropriate skills for greeting the guest
- demonstrate techniques for developing a positive relationship with the guest
- demonstrate characteristics of a professional attitude through communication and behaviour
- outline strategies for dealing effectively with guest concerns
- demonstrate effective telephone skills:
 - answering
 - handling messages
 - placing calls.

C. GUEST EXPECTATIONS AND PERCEPTIONS

The student will:

- demonstrate knowledge of house policy regarding guest service
- identify individual guest requirements, and adapt service appropriately
- develop skills in interpreting the guest's needs and ensuring that those needs are met
- anticipate situations that could develop into problems or guest concerns

- develop problem-solving techniques for handling guest concerns
- develop professional guest relation skills.

D. SAFETY

The student will:

- interpret safety regulations
- identify and locate emergency equipment
- interpret house policy pertaining to safety:
 - employee apparel
 - traffic patterns
 - clean-up and maintenance
 - emergency evacuation
 - emergency illness/injury
 - waste management
- practise safe personal work habits:
 - preventing burns, cuts, falls
 - handling electricity
 - handling workplace hazardous materials
- describe appropriate fire safety procedures:
 - identify cause/location
 - calling fire department
 - using a fire extinguisher
- develop basic first aid skills:
 - calling emergency personnel
 - coping with choking
 - coping with fainting.

E. PROFESSIONAL TEAM APPROACH

The student will:

- identify roles and responsibilities of key employees in the facility
- develop knowledge of product and property
- describe responsibilities of a professional employee in various business activities
- describe strategies for creating and maintaining a favourable business reputation
- develop time management skills appropriate to various situations.

MODULE: NATURE OF FOOD

STATUS: EXPANSION

GOAL

The student will:

- describe forms of business and career opportunities in the food sector
- analyze different factors affecting business in the food sector
- develop sanitation and hygiene competencies for food handlers
- develop a basic understanding of business operations in the food service sector.

SPECIFIC LEARNER EXPECTATIONS

A. ORIENTATION TO THE FOOD SECTOR

The student will:

- describe the range of food establishments available to a visitor
- match visitor characteristics to various food establishments
- identify various forms of business in the food sector
- research career opportunities at various levels in the food sector
- explain the role of industry training and certification standards in the food sector
- investigate sources of further education and training for careers in the food sector.

B. FOOD REGULATIONS

The student will:

- identify food regulatory agencies, and explain their role in the industry
- discuss legislation pertaining to the food sector.

- interpret house policies for food service
- describe the importance of food safety and sanitation training.

C. FOOD SANITATION AND HYGIENE

The student will:

- identify potentially dangerous foods by their composition
- distinguish between the main types of micro-organisms, describe their source, and explain the conditions necessary for them to reproduce
- distinguish between harmful and harmless micro-organisms
- list the common causes of food-borne illnesses and the characteristics of each
- explain and demonstrate procedures to prevent and control the incidence of food-borne illness
- describe the implementation of quality food assurance programs.

D. INTRODUCTION TO FOOD SERVICE BUSINESS

The student will:

- identify sources of revenue and operating expenses in the food service business
- discuss factors that determine the menu structure
- discuss the factors that influence the success of food service business
- describe the impact of technology on the food service business
- discuss trends in food service and future growth opportunities.

E. OPERATION OF A FOOD SERVICE BUSINESS

The student will:

- identify the major components of a food service business
- explain the role of key employees
- describe strategies for accommodating individual guest requirements
- report on the operation of a variety of local food service businesses.

Note: Specific learner expectations in Food Sanitation and Hygiene are consistent with the Alberta Health, Food Sanitation and Hygiene Education Program.

MODULE: NATURE OF ACCOMMODATION**STATUS: EXPANSION****GOAL**

The student will:

- describe the range of accommodation alternatives available to travellers
- develop a basic understanding of business operations in the accommodation sector
- describe strategies for accommodating individual guest requirements and maintaining the well-being of guests
- research career opportunities in the accommodation sector.

SPECIFIC LEARNER EXPECTATIONS**A. ORIENTATION TO THE ACCOMMODATION SECTOR**

The student will:

- describe accommodation alternatives available to the traveller
- match visitor characteristics to various accommodation alternatives
- identify various forms of business in the accommodation sector
- research career opportunities at various levels in the accommodation sector
- explain the role of industry training and certification standards in the accommodation sector
- identify sources of further education and training for careers in the accommodation sector.

B. INTRODUCTION TO ACCOMMODATION BUSINESS

The student will:

- explain the sources of revenue and operating expenses for different properties
- list different factors that determine the rate structure for accommodation properties
- define and explain the importance of:
 - occupancy rate
 - average room rate
- discuss the impact of technology on the accommodation sector
- discuss accommodation trends and propose future opportunities
- discuss the factors that influence success of accommodation properties.

C. ACCOMMODATION REGULATIONS

The student will:

- identify regulatory agencies and explain their role in the accommodation sector
- discuss regulations pertaining to the accommodation sector
- interpret house policies that support industry regulations.

D. SAFETY AND SECURITY OF THE GUEST

The student will:

- explain house policy pertaining to safety and security of the guest
- describe procedures for dealing with various emergencies
- locate and identify safety equipment and security resources
- describe strategies for maintaining the well-being of guests in a range of accommodation facilities.

E. PROVIDING GUEST SERVICES

The student will:

- identify the major departments in a large hotel
- describe the role of key employees
- describe the different guest services provided by various accommodation properties
- describe the range of individual guest requirements
- propose strategies for accommodating individual requirements
- report on the daily operations of a local accommodation facility.

- describe the travel services provided by travel agencies, tour operations, transportation companies, travel information centres, and local tourism and convention bureaus
- discuss travel sector trends
- analyze the impact of technology on the travel sector
- research career opportunities at various levels in different parts of the travel sector
- explain the role of industry training and certification standards in the travel sector
- identify sources of further education and training for careers in the travel sector.

B. PROVIDING TRANSPORTATION INFORMATION

MODULE: NATURE OF TRAVEL

STATUS: EXPANSION

GOAL

The student will:

- describe travel services available to the traveller in Alberta
- develop strategies for addressing visitor inquiries
- provide basic travel and transportation information to the traveller in Alberta
- research career opportunities in the travel sector.

The student will:

- identify the different modes of transportation and major suppliers of travel in Alberta
- interpret different transportation schedules and provide the tourist with accurate travel information
- describe various travel services provided by transportation suppliers
- identify local sources of transportation and travel services.

C. TOURISM REGULATIONS

The student will:

- identify tourism regulatory agencies and explain their role in the industry
- be aware of Alberta regulations important to visitors:
 - fishing regulations
 - hunting regulations
 - camping regulations
 - provincial and national parks regulations
 - liquor regulations.

SPECIFIC LEARNER EXPECTATIONS

A. ORIENTATION TO THE TRAVEL SECTOR

The student will:

- identify the range of agencies and businesses that provide travel services in Alberta

D. PROVIDING TRAVEL INFORMATION

The student will:

- describe the role of a travel information counsellor in promoting tourism
- identify sources of travel information
- develop strategies for addressing visitor inquiries
- provide visitors with clear, accurate information
- provide accurate travel information using a map:
 - locate and interpret all map symbols and components
 - calculate distances using a map
 - plan a travel route using a map
- convert distances, speed, temperature and time as requested by the visitor
- explain the meaning of common travel symbol.

E. PROMOTING TRAVEL WITHIN ALBERTA

The student will:

- identify the fourteen tourism zones in Alberta
- identify the major tourism attractions within each tourism zone
- locate the tourism zones on a map, and describe the major attractions in each
- promote local and regional attractions to a range of visitors
- plan appropriate travel itineraries that will accommodate individual visitor requirements.

MODULE: NATURE OF ATTRACTIONS

STATUS: EXPANSION

GOAL

The student will:

- define natural, cultural and recreation attractions, and explain their role in the industry
- describe the range of visitor activities and services provided at attraction facilities
- discuss regulations and strategies for maintaining the well-being of guests in attraction facilities
- research career opportunities in the attractions sector.

SPECIFIC LEARNER EXPECTATIONS

A. ORIENTATION TO THE ATTRACTIONS SECTOR

The student will:

- define the term leisure, and explain the importance of leisure time in maintaining the well-being of individuals
- describe the classifications used for Canada's travel generators, and give examples of each
- define the term attractions, and describe the role of attractions in the tourism industry.

B. INTRODUCTION TO NATURAL ATTRACTIONS

The student will:

- describe the global appeal of natural attractions in Alberta and Canada
- identify Alberta's natural attractions on a map, and describe them
- outline the historical development of Canada's National Parks

- review the role of Canadian Parks Service and Alberta Provincial Parks in preserving the environment
- discuss regulations and describe strategies used to manage visitor impact in parks
- analyze park visitor trends
- describe the range of visitor activities and services provided in parks
- research the range of career opportunities at various levels in parks
- explain the role of industry training and certification standards in the natural attractions sector
- identify sources of further education and training for careers in natural attractions.

C. INTRODUCTION TO CULTURAL ATTRACTIONS

The student will:

- define the term cultural attraction, and identify major provincial and local cultural attractions:
 - historic
 - ethnic
 - artistic
- explain the role of cultural attractions in promoting and preserving culture
- analyze cultural attraction trends
- describe the range of visitor activities and services provided by various cultural attractions
- describe strategies used to preserve and promote culture through cultural attractions
- research career opportunities at various levels in the cultural attractions sector
- explain the role of industry training and certification standards in the cultural attractions sector

- identify sources of further education and training for careers in the cultural attractions sector.

D. INTRODUCTION TO RECREATION ATTRACTIONS

The student will:

- define the term recreation attraction, and identify provincial and local recreation attractions
- explain the role of recreation attractions in the tourism industry
- analyze recreation attraction visitor trends
- describe the range of visitor activities and services provided at recreation attraction facilities
- discuss regulations and describe strategies used to maintain the well-being of visitors at recreation attractions
- research career opportunities at various levels in the recreation attraction sector
- explain the role of industry training and certification standards in the natural attractions sector
- identify sources of further education and training for careers in the recreation attraction sector.

E. CONFERENCE AND EVENTS

The student will:

- define the terms conference, convention, trade show and community event and identify local facilities and functions
- explain the role of conferences and events in the tourism industry
- analyze conference and events visitor trends
- describe the range of visitor activities and services provided at conferences and events

- discuss regulations and describe strategies to maintain the well-being of visitors at conferences and events
- research career opportunities at various levels in the conference and events sector
- explain the role of industry training and certification standards in the conference and events sector
- identify sources of further education and training for careers in conference and events.

F. PROVIDING GUEST SERVICES

The student will:

- describe the range of guest services provided by different attraction facilities
- identify departments or key employees that are responsible for guest services in attractions
- describe the role of key employees in providing guest services.

TOURISM STUDIES INTERMEDIATE LEVEL

MODULE: PLANNING AND ORGANIZING EVENTS

STATUS: FOUNDATION

GOAL

The student will:

- describe different types of tourism events and discuss the purposes of such events
- develop a project plan for a tourism event for their school or community and facilitate that event
- develop personal skills of teamwork and leadership by working with others to facilitate an event
- evaluate the success of the project plan and tourism event.

SPECIFIC LEARNER EXPECTATIONS

A. TOURISM EVENTS

The student will:

- identify and describe different types of tourism events across sectors of the industry
 - foods
 - travel
 - accommodation
 - attractions
- describe the purposes of different tourism events from the perspective of participants and organizers
- develop an awareness of tourism events in their community, including school, and discuss the purposes of these events
- analyze school or community needs which could be met with a tourism event and briefly describe a number of different events to meet the need.

B. EVENT PLANNING

The student will:

- discuss the importance of careful planning to the success of an event
- describe the role teamwork in planning and delivering an event
- develop problem solving and decision making skills
- select a school or community tourism event to fulfill a need and develop a project plan for the event
 - goals
 - specific objectives
 - theme
 - needs and wants of target audience
 - evaluation plan and criteria
- develop an organizational structure to facilitate the development and staging of an event
 - organizing group structure
 - responsibilities of each member
- evaluate and select available resources which support the plan and the event
 - facility
 - expertise of individuals
 - funding alternatives
 - community support
- develop an action plan for staging the event
 - activities and target dates
 - budget
 - program
 - booking facilities
 - advertising/invitations
 - marketing plan
 - public relations strategies
 - registration/admission
 - decorations
 - contingency plan
 - individual needs of participants
 - safety and security.

C. STAGING EVENTS

The student will:

- organize and deliver the tourism event in the school or community using the project plan
- evaluate the success of the tourism event from the perspective of participants and organizers.
- develop a summary report of the event including evaluation and recommendations for future events.

- define and correctly use basic terms used in geography

- latitude
- longitude
- meridians
- hemisphere
- continents
- etc.

- apply knowledge of time zones to calculate corresponding time for major centres in the world
- describe the characteristics of five major climatic regions and locate them on a world map

- describe characteristics of major geographic regions and locate them on a world map

- define the term cultural geography and describe how the culture of a region influences tourism

- locate on a map the continents, major bodies of water and countries of the world.

B. TRAVEL PATTERNS

The student will:

- review demographic factors which influence travel
- describe the factors which influence travel patterns
- describe the positive and negative impacts of tourism on the host nation including
 - financial
 - cultural
 - environmental
- describe the four stages of the product life cycle and apply this knowledge to a destination.

SPECIFIC LEARNER EXPECTATIONS

A. WORLD GEOGRAPHY

The student will:

- discuss reasons why people travel and the relationship between these and world geography

C. TOURISM REGIONS

The student will:

- develop basic knowledge North America as a major tourism regions of the world and two other regions from the list below:
 - Central America and the Caribbean
 - South America
 - Europe
 - Eastern Europe
 - Mediterranean and Middle East
 - Africa
 - Asia
 - East Asia
 - Australia
 - South Pacific
- describe the major geographical features of each tourism region including:
 - climate
 - landforms
 - culture (language, religion, race)
 - political system
 - economic development
- describe the major tourism characteristics of the region which are important to the traveller
- list, locate on a map and describe the major tourism attractions in the region
- research regional destinations and attractions to match with visitor expectations.

D. PROVIDING WORLD TRAVEL INFORMATION

The student will:

- create a travel information package to meet a client's needs which includes:
 - needs or desires of the client
 - three possible world destinations
 - travel information for each destination including
 - destinations/attractions
 - climate
 - geography
 - culture
 - other important travel information

- promote a world tourism destination using a variety of communication media.

MODULE: FOOD SERVICE FUNCTIONS

STATUS: EXPANSION

GOAL

The student will:

- describe various components of a menu and define common preparation terms
- describe the role of different food service staff
- describe standards of quality for excellent food service in dining rooms
- develop a menu and function plan to meet the needs of a client.

SPECIFIC LEARNER EXPECTATIONS

A. FUNCTION MENUS

The student will:

- define the term function as used in the food service industry and develop an awareness of the range of events included
- discuss the importance of excellent food and food service to the overall success of tourism events
- list and describe different components of function menus
- define menu terminology such as,
 - cooking terms, e.g., sauté
 - sauce terms, e.g., hollandaise
 - seasonings, e.g., saffron
 - preparation terms, e.g., florentine
 - meat cuts, e.g., tenderloin

- discuss factors to consider when planning a function menu for a client
 - theme
 - cost
 - time
 - number of people
 - individual requirements
 - variety
- discuss factors which determine the cost of different menu items
 - type of service
 - availability of food items
 - preparation method
 - food costing (recipe portions).

B. DINING ROOM SERVICE

The student will:

- describe common types of dining room service factors which should be considered in selecting each
 - table service: French service, Russian service, American service, English
 - cafeteria service
 - buffet service
 - family service
 - tray service
- identify food service equipment and tableware
- describe the role of various food service staff in the front and back of the house
 - maitre d'
 - host/hostess
 - food and beverage server
 - wine steward
 - busperson
 - banquet captain
 - chief steward
 - chef
 - banquet manager
- identify the factors which influence guest satisfaction with the dining room and service
- develop criteria for excellent dining room service
 - seating
 - cleanliness of dining room
 - atmosphere
 - service

- food and beverage products
- staff professionalism (knowledge and attitude).

C. PLANNING FUNCTIONS

The student will:

- list the information required in developing function plan
- develop a number of menus alternatives for a client with a particular need
- design the table settings and develop equipment lists for the menus and service selected
- discuss seating arrangements and protocol used at formal functions
- develop the function plan for a client's chosen menu
- develop criteria for evaluating a function from the perspective of participants and organizers.

D. CAREER OPPORTUNITIES

The student will:

- research career opportunities in the area of food service functions at different levels
- research sources of further education and training for careers in the area of food service functions
- identify personal characteristics and skills needed to be successful in a food service career
- relate personal values, goals, interest and abilities to a career in food service.

MODULE: TRAVEL PLANNING

STATUS: EXPANSION

GOAL

The student will:

- identify the range of travel planning activities from day trips to escorted group tours
- understand how an itinerary is organized and what goes into one
- develop itineraries to meet the needs of various clients.

SPECIFIC LEARNER EXPECTATIONS

A. TRAVEL PLANNING

The student will:

- discuss the advantages and disadvantages of commercial travel planning and tour packages
- list various agencies who provide travel planning service in their community
- describe the professional skills needed to be a travel consultant, tour guide, visitor information counsellor
- describe the different types of travel plans and tours available to the traveller
 - trip plans
 - day trips
 - site tours
 - inclusive tours
 - foreign independent tour
 - inclusive tour charter
 - special interest group tours.

B. TRAVEL PACKAGE

The student will:

- list the different components of a complete package tour

- list the factors which a travel planner will consider when planning a tour
 - needs and desires of client
 - budget
 - season
 - time/distance
 - accommodation
 - attractions
 - geography
- describe the factors which influence customer satisfaction with different travel plans and tours
- describe strategies travel consultants use to ensure customer satisfaction
- plan a tour of their community complete with advertising brochure and commentary
- develop Alberta travel packages including itineraries to meet the needs of various clients
- develop criteria to evaluate travel plans and tours.

C. CAREER OPPORTUNITIES

The student will:

- research career opportunities in the area of travel planning at different levels
- research sources of further education and training for careers in the travel planning field
- identify personal characteristics and skills needed to be successful in a travel planning career
- relate personal values, goals, interest and abilities to a career in the travel planning.

MODULE: BUSINESS TRANSACTIONS

STATUS: FOUNDATION

GOAL

The student will:

- develop positive interpersonal skills to interact with guests and co-workers
- develop skills for using different forms of communication technology
- demonstrate accuracy in handling common monetary transactions.

SPECIFIC LEARNER EXPECTATIONS

A. INTERPERSONAL SKILLS

The student will:

- demonstrate knowledge of the key factors for creating a positive first impression
- demonstrate the steps in greeting guests
 - promptly acknowledge guest arrival
 - approach guest in a relaxed manner
 - make eye contact
 - speak clearly and properly
 - use names when possible
 - be attentive
 - smile
 - be courteous
- demonstrate effective listening skills
 - be attentive
 - make frequent eye contact
 - listen carefully and ask relevant questions
 - paraphrase
- demonstrate techniques for handling guest/client complaints
 - encourage valid complaints
 - listen to the details
 - empathize
 - don't make excuses
 - restate complaint
 - remain impartial
 - ask open-ended questions

- resolve situations
- follow up

- identify and exhibit professional attributes
 - punctual
 - willing and enthusiastic
 - honest and sincere
 - friendly and courteous

- describe the importance of team work and how to be an effective team member.

B. COMMUNICATION TECHNOLOGY

The student will:

- demonstrate professional skills in handling communication technology
- professionally take and relay messages
- demonstrate strategies for effectively dealing with a difficult telephone customer
- correctly handle incoming and outgoing telephone calls
 - internal
 - local
 - long distance
 - WATS, Zenith
 - emergency numbers
 - pager, voice mail, answering machine
- explain the concept of teleconferencing and discuss the advantages and disadvantages of using this technology
- professionally use intercom
- outline procedures for handling telephone emergencies (bomb threat)
 - bomb threat
 - facility emergency
 - personal emergency.

C. CORRESPONDENCE

- practice writing a business letter using the correct format
 - complementary letter
 - letter of complaint
 - confirmation letter

- correctly address and post mail
- practice writing an interoffice memo using the correct format
- correctly send and receive a fax
- correctly use a photocopy machine.

D. MONETARY TRANSACTIONS

- define terms used in electronic cash register
- demonstrate proper operation of an electronic cash register
- demonstrate correct procedures for handling cash accurately
- process travellers cheques accurately and correctly
- calculate rate of exchange for common currencies
- demonstrate procedures for handling credit card payments
- describe and demonstrate typical procedures for opening and closing a cash till
- calculate GST and hotel tax and airport tax
- describe GST exemption rules for visitors to Canada.

MODULE: MEETING AND CONVENTION PLANNING

STATUS: EXPANSION

GOAL

The student will:

- explain the importance of the meeting and convention business
- develop an understanding of the process of convention planning
- investigate career opportunities in convention planning.

SPECIFIC LEARNER EXPECTATIONS

A. MEETING AND CONVENTION BUSINESS

The student will:

- explain why meetings and conventions are an important part of the tourism industry
- list various organizations/groups that hold meetings and describe different types of meetings
- define the purposes of meetings
- describe how meetings are planned and how different sectors of the industry are involved in planning
- list meeting and convention facilities available locally, provincially and nationally
- explain how organizational goals will influence site selection
- explain how the needs and expectations of participants will influence site selection
- develop a promotional package to market a meeting site to a group

B. MEETING AND CONVENTION PLANNING

The student will:

- discuss the importance of careful planning to the success of a meeting
- select a school or community meeting and develop a meeting plan including the following components:
 - purpose of the meeting
 - subject or theme for the meeting
 - target group
 - scope of event (closed, open, public, national)
 - official name for the event and date
 - organizing group or leader
 - number of participants
 - organizing group responsibilities

- list, evaluate and select necessary resources to support the meeting including:
 - proposed budget
 - facility
 - transportation
 - accommodation
 - food service
 - entertainment
 - companion activities
 - individual needs of participants
 - safety and security
- develop an agenda or program for the meeting
 - program of outline
 - topics and speakers
 - coffee breaks and meals
 - entertainment/social opportunities
- develop a marketing plan for the meeting
 - target group
 - registration materials
 - advertising
 - sponsors
 - promotion/public relations
- develop a meeting plan for the organizers including:
 - registration of participants
 - room arrangement
 - audio visual equipment and meeting materials
 - food and beverage service
 - schedule
- develop a finalized budget for the meeting
- organize and facilitate the meeting using the plan developed
- develop criteria for evaluating the success of a meeting from the perspective of the participants and organizers.

C. CAREER OPPORTUNITIES

The student will:

- research career opportunities in the area of meeting and convention planning at different levels

- research sources of further education and training for careers in the area of meeting and convention planning
- identify personal characteristics and skills needed to be successful in a meeting and convention planning career
- relate personal values, interests and abilities to a career in the area of convention planning.

MODULE: TOURISM DESTINATIONS II

STATUS: EXPANSION

PREREQUISITE: TOURISM DESTINATIONS I

GOAL

The student will:

- develop knowledge of the basic geographical features of the world
- develop specific knowledge of the physical geography, culture and economy of selected tourism destinations
- develop an understanding of the major attractions and regions of the world and practice communicating this information in travel counsellor situations.

SPECIFIC LEARNER EXPECTATIONS

TOURISM REGIONS

C. TOURISM REGIONS

The student will:

- develop basic knowledge of the major tourism regions of the world from the list below:
 - Central America and the Caribbean
 - South America
 - Europe
 - Eastern Europe
 - Mediterranean and Middle East
 - Africa

- Asia
- East Asia
- Australia
- South Pacific
- describe the major geographical features of each tourism region including:
 - climate
 - landforms
 - culture (language, religion, race)
 - political system
 - economic development
- describe the major tourism characteristics of the region which are important to the traveller
- list, locate on a map and describe the major tourism attractions in the region
- research regional destinations and attractions to match with visitor expectations.

D. PROVIDING WORLD TRAVEL INFORMATION

The student will:

- create a travel information package to meet a client's needs which includes:
 - needs or desires of the client
 - three possible world destinations
 - travel information for each destination including:
 - destinations/attractions
 - climate
 - geography
 - culture
 - other important travel information
- promote a world tourism destination using a variety of communication media.

MODULE: TRAVEL RESERVATION SYSTEMS

STATUS: EXPANSION

GOAL

The student will:

- understand and apply terms used in travel reservations

- describe the terms and requirements for international travel
- research different travel arrangements and select the best alternative for the client
- process travel reservations and develop an itinerary
- provide the traveller with other important information related to the itinerary/destination.

SPECIFIC LEARNER EXPECTATIONS

A. AIR TRAVEL RESERVATION SYSTEMS

The student will:

- list the six most common service provided by a travel agency
 - travel reservation and ticketing
 - itinerary or travel planning
 - sale of package tours and cruises
 - accommodation reservation
 - booking sightseeing and other activities
- name the primary resources used by travel professionals in computer reservation systems and printed reference material
- list four classifications of official airlines and provide examples of each
- define carrier and carrier codes
- provide the correct carrier code for major domestic and international airlines
- describe the common types of commercial aircraft
- provide the correct destination code for major domestic and international cities and airports
- state the common rules pertaining to commercial air travel
 - reservations
 - children's fares
 - pets
 - cancellations
 - stand-by passengers

- define the terms itinerary and segment
- define the term status code
- demonstrate a functional understanding of the 24-hour clock
- distinguish between nonstop and direct flights
- define abbreviations and reference marks used in airline reservation systems
- consult flight schedules to determine carriers, flight numbers, departure and arrival times, aircraft equipment, and meal service for any itinerary.

B. HOTEL RESERVATION SYSTEMS

The student will:

- review the different forms of ownership in hotels and give an example of each
 - major chain
 - co-owner chain
 - franchise
 - management-contract
 - private ownership
- review the four common classifications used in the hotel industry
- review the room type and rate categories
- review the meal plan categories
- list the information required for a hotel reservation
- define the term voucher and explain the purpose of vouchers
- consult hotel selection guides or directories to determine hotel classification, room type, room rate and meal plan for any itinerary.

C. RESERVATIONS AND TICKETING

The student will:

- use the reference sources available to develop a selection of itineraries to meet a clients needs
- accurately process airline and accommodation reservations for an itinerary
- develop an itinerary for a client
- use reference sources to provide the client with travel information to support the itinerary.

MODULE: INTERPRETATION I

STATUS: EXPANSION

GOAL

The student will:

- define interpretation and describe opportunities for interpretation activities within their region
- develop an interpretation program for a tourism activity
- list different interpretive media and discuss the factors which influence media selection/use
- describe the duties of an information attendant and practice the basic skills of information duty.

SPECIFIC LEARNER EXPECTATIONS

A. DEFINE INTERPRETATION

The student will:

- define interpretation and state the three goals of interpretation
 - increase visitor awareness, appreciation and understanding

- accomplish management goals of thoughtful use and minimizing visitor impact
- promote visitor understanding of the host agency
- describe the benefits of interpretation from the perspective of a visitor
- describe how visitor characteristics influence an interpretation program
- analyze local tourism opportunities for interpretation in relation to the three goals of interpretation.

B. SELECTING INTERPRETIVE MEDIA

The student will:

- list different types of interpretive media used in conducted (attended) services and nonconducted (unattended) services
- Conducted (Attended) Services
 - information attendant
 - interpretive walk
 - talks to group
 - living interpretation and cultural demonstrations
- Nonconducted (Unattended) Services
 - audio visual devices
 - written material (signs, labels, publications)
 - self-guided activities (self-guided trails, self guided auto tours)
 - exhibits (indoor/outdoor, passive, interactive)
 - visitor centres
 - off-site off-season media (media presentations)
 - interactive computer
- discuss the factors which influence media selection in interpretation
 - goals of the program
 - visitor characteristics
 - desired degree of interaction
 - visitor safety
 - visitor traffic (high/low season)
 - variety
 - resource protection

- media availability and cost
- maintenance
- weather/location.

C. INTERPRETATION PROGRAM PLAN

The student will:

- discuss the reasons for developing a detailed interpretation program plan
- create an interpretation program plan for a tourism activity including the following steps:
 - appraisal of need
 - establishment of goals and objectives
 - delineation of areas of interest
 - listing alternative courses of action
 - gathering information
 - evaluation of alternatives
 - selection of alternatives
 - develop program plan
 - develop evaluation criteria
 - promote program
 - implementation of program
 - evaluation of program
 - revision/recommendations.

D. INFORMATION ATTENDANT

The student will:

- list the goals of information attendant: to provide a pleasant welcome to the visitor and to disseminate information
- describe the common job activities of an information attendant
- describe the personal and professional qualities needed to be a successful information attendant
- list the different sites within a destination where information attendant work
- develop basic skills of information attendant
 - answering visitor questions
 - anticipating the visitor needs
 - initiating a conversation
 - injecting interpretation into a conversation
 - handling complaints
 - giving directions and dispensing information aids

- effectively use information aids in interpretation activities
 - maps
 - handouts
 - relief models
 - exhibits
 - bulletin boards
- develop a list of "do's" and "don'ts" for information attendants.
- create a conducted interpretation activity program including the following steps:
 - develop an inventory of the area and resources
 - define the theme
 - gather the supporting information
 - outline the program
 - identify stops, information and duration
 - closing remarks
- develop the skills of an effective leader in a conducted activity
 - stay in the lead of the group
 - establish and maintain group control
 - face group when talking
 - provide visibility for all participants
 - speak loudly and clearly
 - use teachable moments
 - incorporate all the senses
 - set a reasonable pace
 - maintain the safety of participants (head count, emergencies, dealing with individual requirements)
 - anticipate and monitor the needs of participants

MODULE: INTERPRETATION II

STATUS: EXPANSION

PREREQUISITE: INTERPRETATION I

GOAL

The student will:

- create an interpretation program for a personal conducted activity, implement and evaluate the activity
- create an interpretation program for a nonconducted activity, implement and evaluate the activity.

SPECIFIC LEARNER EXPECTATIONS

A. CONDUCTED ACTIVITIES

The student will:

- describe different types of conducted activities used in interpretation
 - interpretive skills
 - guide walks
 - automobile, bus tours
 - boat, canoe and raft tours
 - archaeological and historical sites
 - cave tours
 - living history
 - animation
 - drama (reenactment)
- develop criteria to evaluate a successful conducted activity

- create a conducted interpretation activity program including the following steps:
 - develop an inventory of the area and resources
 - define the theme
 - gather the supporting information
 - outline the program
 - identify stops, information and duration
 - closing remarks
- develop the skills of an effective leader in a conducted activity
 - stay in the lead of the group
 - establish and maintain group control
 - face group when talking
 - provide visibility for all participants
 - speak loudly and clearly
 - use teachable moments
 - incorporate all the senses
 - set a reasonable pace
 - maintain the safety of participants (head count, emergencies, dealing with individual requirements)
 - anticipate and monitor the needs of participants
- create an interpretative program plan for a conducted tourism activity, implement and evaluate the success of the activity.

B. UNCONDUCTED ACTIVITY

The student will:

- list different types of unattended interpretive media and discuss the advantages and disadvantages of each
 - audio-visual presentations
 - exhibits
 - self-guided trails and tours
 - interactive media
 - interpretive publications
- discuss the function of signs in nonconducted interpretation programs and the characteristics of effective interpretative signs
- discuss the function of interpretive publications and the characteristics of effective interpretive publications

- discuss the factors to consider when developing self-guided trails and tours and describe the characteristics of an effective self-guided tour
- describe the different mediums which can be used in tourism exhibits and the advantages and disadvantages of each
 - narrative panel
 - three dimensional exhibits
 - dioramas
 - models
 - interactive exhibit
- create an interpretation program plan for a nonconducted service, implement and evaluate the effectiveness of the program.

- Host/Hostess
- Maitre'd
- Accommodation
 - Guest Services Attendant
 - Front Desk Agent
- Travel
 - Tour Guide
- Attractions
 - Guest Services Attendant
 - Events Coordinator.

Teachers should refer to the Career and Technology Studies Work Experience Program Manual for more specific information regarding work study guidelines.

MODULE: TOURISM STUDIES WORK STUDY

STATUS: EXPANSION

GOAL

The student will:

- develop basic workplace skills in the context of a tourism workplace
- demonstrate positive guest communication skills
- demonstrate accuracy in handling common monetary transactions.

SPECIFIC LEARNER EXPECTATIONS

The teacher, in conjunction with the student and the workplace supervisor, will develop an individual work study plan for the student placement. The specific learner expectations will be developed using the Alberta Tourism Education Council certification standards for the appropriate tourism occupation. The Alberta Tourism Education Council has developed certification standards for the following occupations:

- Food
 - Food and Beverage Server

SUPPORT MATERIALS

PRINT AND AUDIO VISUAL

The following print and audio-visual resources have been identified to support this field test:

Food Safe: A Sanitation Program for Food Handlers. Richmond, B. C.: Magic Lantern Film Distributors Ltd., 1986.

Series of twelve video tapes
Instructor's manual

Timmons, Veronica. *Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and its Careers.* Third edition. Vancouver, BC: Timmons and Associates, 1987.

Student text
Instructor's manual (1990 edition)
Computer disk

Wight, P. *Tourism in Alberta.* ECA88-PA/CS-S4. Edmonton, AB: Environment Council of Alberta, 1988.
A discussion paper prepared for the Alberta Conservation Strategy Project.

SUPPORT AGENCIES

Alberta Tourism Education Council

1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
Telephone: 422-0781
Fax: 422-3430

- Responsible for development and implementation of certification standards for tourism occupations.
- Can provide information regarding training and further education programs operating in Alberta.
- Can provide names of tourism resource people for career days or classroom visits.

Alberta Tourism
Industry Services Branch
3rd Floor, 10155 - 102 Street
Edmonton, Alberta
T5J 4L6
Telephone: 427-7612
Fax: 427-2852

- Responsible for development and coordination of the *Alberta Best* program. These seminars are designed to increase tourism awareness and develop professional qualities of customer service.
- Can provide tourist information for all tourist zones and centres of interest in Alberta.

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